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Comparing between Total Physical Response and Silent Way Method to Develop Students' Speaking Ability

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Abstract

The objective of the research is to get information about comparing between total physical response and silent way to develop speaking students' ability at second grade senior high school 1 liliraja Kab. Soppeng. This was a quasi-experimental research using two classes on pre-test and post-test design, the population of this research was second grade senior high school 1 liliraja Kab. Soppeng. The technique to take the sample is cluster random sampling and the data was analyzed into descriptive statistics and T-test. The result of data analyzing shows that the students' achievement of control class at pre-test 3,5625 and post-test 5,59375, experimental class at pre-test 2,71875 and post-test 4,46875. While the result of t-test score was $35,3 \geq 2,00$ (t test was greater than t table). For the effectiveness of the speaking classroom context, the method tends to provide difficulties in practicing the speaking method. The researcher suggests the future researchers to conduct the relevant research by adding some new aspects into it. The aspects can be expanded in terms of the method used, number of research variables, research participants, etc.

Keywords: Total Physical Response, Silent Way, Speaking Ability

1. Introduction

In globalization era, education becomes important, where the government do any things to develop our education in order to leave stupidity that make our country be the back. Among the efforts of government is looking for good method, some methods used in the schools has been commonly monotone and did not have any chances in the usage. The government want education in the world can be success. Education has big role to the student. Education is not only influential, but also gives the advancement of education and the ability for students. Therefore, education should receive more attention and intensive treatment by the government and education organizer itself.

Education is an essential activity that is undertaken to direct a person in order to achieve a goal. This process involves professional teachers in their field. Professional teacher in the field are able to master his skills, able to influence the students' learning process and able to manage a conducive classroom so that students have the ability to learn especially in English. English has become the one of dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. English is adopted as the foreign language in Indonesia. It involves into national education curriculum that every formal school runs. It becomes an

obligatory subject in Junior and Senior High School and a complementary subject of the higher education and institution.

In our formal education, English subject is compulsory to be taught from junior high school up to university level. In Indonesia, the final goal of teaching and learning process is the students are expected to master the four skills of language. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facility, interesting media, and condition of school environment. Speaking will success if it is supported much vocabulary, good grammar, great pronunciation and using a simple sentence. Speaking is the active use of language to express meaning so that others can understand it. Speaking skills are language skills that must be mastered well. This skill is an important indicator for someone's success to be able to speak English well and fluently. Learning to speak a foreign language requires more than understanding grammar and semantic rules but it also needs to know how native speakers use spoken language in the context of interpersonal exchanges. There are prerequisites for spoken language that are needed to become better at oral communication.

Most people often find problems in speaking. The most common problems found in students are; they will not talk in class because they feel shy and shy, they take a lot of time thinking about what they are going to say and they are just silent. That happens because they have limited vocabulary and do not have the motivation to speak English. And another problem is that they do not get intensive training in speaking skills at school so they are difficult to master and even practice. In schools, speaking skills receive less attention, this happens because the purpose of learning English in school is directed only in one direction, namely students are able to understand the written language contained in English books and understand the essence of language more based on grammar methods.

Speaking should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking needs special treatment. Teaching speaking is not easy as we think, because if we have to master in speaking we should have many vocabularies, good pronunciation and grammar. There are many kinds of method in teaching speaking. The teacher should choose the best model depending on the difficulties that faced by students.

Speaking is one of aspect of language. Learning English skill such as speaking and listening are the need of English Learners. Speaking is the most essential aspect in English to communicate someone's idea, feeling, willingness and anything they have in mind. Speaking seems intrusively the most important because the person who knows the language are referred to as "speakers" of that language, as if speaking include all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. In teaching and learning a foreign language, the ability to speak is the most important skill because it is the basis for communication and it is the most difficult skill. For students, speaking is one of the challenges for students in terms of teach (Jason, 1988). According to Nunan many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons (Nunan, 2003). First, unlike reading or writing, speaking becomes in fact of real time, usually the person you are talking to is waiting for you to speak right then. Second, you cannot edit and revise what you wish to say, as you can if you are writing. Next, Oral skills have not always figured so centrally in second and foreign language pedagogy (Lazaraton, 2001). According to Brown, there are

some features that make speaking as a difficult language skill (Brown, 2001). They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction.

According to Burns, speaking in target language is not easy thing to undertake because learning to speak foreign language requires more than knowing grammatical and semantic rules for most foreign language learners (Burns, 2012). Speaking should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking needs special treatment. Teaching speaking is not easy as we think, because if we have to master in speaking we should have many vocabularies, good pronunciation and grammar. There are many kinds of method in teaching speaking. The teacher should choose the best model depending on the difficulties that faced by students.

In this research, there were some previous related findings, they are: M. Syukur in his skripsi's title states that Comparative study of the students' speaking development between those who are taught through silent way method and those taught through audio lingual method at SMKN PAKU POLMAN. The skripsi states that silent way is one of the methods to develop speaking students' ability in senior high school (Syukur, 2013).

Nursyamsi in her skripsi's title states that the use of Total Physical Response method to improve the students' listening comprehension skill at SMP Negeri 2 Tellu Limpoe Kab. Sidrap. In teaching English, teachers have to master all of method in English teaching and one of them is Total Physical Response method. Total Physical Response method can be improving the students' action and interaction by using their command of the teacher or instructor (Nursyamsi, 2013).

Teuku Mustakim in his thesis states that Total Physical Response (TPR) could improve students' speaking skill than conventional method. It means that the use of TPR is more effective than conventional method in improving speaking skill (Mustakim, 2013).

Nur Indria Ningsih in her skripsi states that Methods in English language comprehension approach emphasizes the importance of listening to the development of the English language, and does not require output pronounced in the early stages of learning, although it is expected that students can do it, accompanied by physical movement. Students are not forced to speak directly, instead of teachers waited until the students gain sufficient language through listening until they started talking spontaneously (Ningsih, 2015).

2. Method

This research applied quasi-experimental research whether or not by comparing between total physical response and silent way to develop Speaking Students' Ability at Second Grade SMAN 1 Liliraja Kab. Soppeng. The design of the research is two groups pre-test and post-test design, treatment is given between pre-test and post-test. The place and time in this research are in SMAN 1 Liliraja, Soppeng Regency on August 2016. The researcher begin to do this research when the first month on august 2016. Sample of this research was XI IPA *Khusus* which has 32 students and XI IPA 1 which has 32 students while the instrument here was test.

3. Results

After conducting the pre-test and post-test, the researchers found

Table 1. Mean Score

No/Resp. (n)	Control group		Experiment Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	2,71875	4,46875	3,5625	5,59375

Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Control	32	12.00	16.00	13.7500	1.01600
Experiment	32	9.00	14.00	12.0278	1.40379
Valid N (listwise)	32				

Finding out the significant difference between the score of the post-test

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{(13,75 - 12,02)}{\sqrt{\left(\frac{1,016 + 1,403}{32 + 32 - 2}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{(1,73)}{\sqrt{(0,039)(0,062)}}$$

$$t = 35,3$$

$$\begin{aligned} Dk &= N_1 + N_2 - 2 \\ &= 32 + 32 - 2 \\ &= 62 \end{aligned}$$

If $dk=62$ so t table = 2,00

$35,3 \geq 2,00$ (t test was greater than t table)

Based on the table above, the result explains that from 32 students for the experimental group or class was fair categorized from the score of average **3,5625** while the classification of the post-test was good categorized from the score of the average **.5, 59375**. From data, the researcher can conclude that some of the students master in English, it can classified as good after doing pretest. In control class, the result of data explains that from 32 students for the control group was fair categorized from the score of average **2,71875** while the post-test results of classifications from the data was very good from the score **4,46875**. From data, the researcher can conclude that some of the students cannot understand about material after doing pretest. In post-test, the result of experimental class explains that some of students get progress. Some of students were categorized excellent classification, and the other students were categorized very good classification. From data above that the researcher can conclude that the students get progress after doing treatment based on the data of post-test. In other side, the control class data explains the students has got significant progress more than pre-test after doing treatment.

4. Discussion

This section presents a justification of the theory that is built from research findings and theories put forward by experts. The most important thing in the success of the teaching and learning process is the method used. Based on a theoretical review, Peter Westwood said that teacher effectiveness was not related to specific teaching methods. Rather it relates in a more general sense to the way in which teachers operate and in their class the decisions they make, the actions they take, their instructions with students, their presentation skills, and how they manage the group. From the implementation, the characteristic or type of teaching and learning activities of TPR Storytelling at school is that student develop the instruction through test that the researcher used. Students repeat or following physical movements through speaking English and other players also respond to commands or respond with physical movement while speaking English. In practicing, Students really enjoyed learning. They will not feel bored during the learning process because in the TPR method students did not just sit on the bench, read the material, or listened to the teacher's explanation but they do a series of physical actions. So it can make them more interested in learning English. And some students also stated that TPR Storytelling is very helpful for students to be more confident in speaking English in front of many people, because students are used to the practice of talking while expressing and demonstrating physical movements, and students are also easy to remember the vocabulary taught that day because it is practiced repeatedly with physical movements. It can help to increase the amount of vocabulary mastery by students.

Some students stated they had problems when using TPR Storytelling. The problems they face are; it can be challenge for shy students, the other problem is when they feel lazy and their moods are not good, making them not maximal in participating in learning because learning activities students are required to do a series of physical movements, some students also said that they felt bored because the method was repeated at each meeting, and they also feel troubled when guessing movements that are not clear.

In this section, the researcher can conclude that the using of treatment in control group or control class was getting high significant different from the experimental class. It related with the theory from Celce-Murcia TPR Storytelling is a method of second or foreign language teaching that includes actions, pantomime, and other techniques (Celce-Murcia, 2001). In short, TPR storytelling focuses on story but the basic of TPR is not left behind. It can be concluded that TPR Storytelling is teaching method originates from a kinaesthetic instructional approach entitled, "Total Physical Response" (TPR). Total Physical Response is one of the interesting method in learning English. It creates various situations by responding the teacher's instruction, it makes the students understand the meaning of vocabs and how to use to them (Freeman-L.D, 2000).

While the silent way, It is in line with Cambell and Dickinson (Wanci, 2014) said that teachers need to incorporate a variety of strategies so that they reach and successful with more students than they have been in the past. It means that teachers in teaching and learning process should apply variety of strategies, methods, or learning style to create the enjoyable or comfortable setting in learning. There is a relation between the result of research and the explanation of teaching English by silent way method which it will exercise students' ability in speaking using English as a media of language and the device of communication. A learning process by silent way method will help students to know how to make a sentence, pronounce the words, and choose the best word to communicate. From this method, we will also know that students have to be independence, autonomy and responsibility. When the students have those characteristics, the goal of the teaching can be achieved. Based on the results of research on the use of the Silent Way method, it can be concluded that the teaching of English use syllabus in accordance with the Silent Way method. The teacher can teach in a way structured so that the learning material is according to the planned time. The role of the teacher as an educator, instructor and driver of creativity is seen in teaching English and this is really needed by students to further assist and even facilitate students in the learning process. In the Silent Way learning process, the role of students is also very important needed. Students are required to be independent in learning and have peer correction very helpful. Students are also trained to be creative by making sentences new sentence. Activities in this method serve to encourage and shape student responses, therefore the class becomes active.

The result of the data above indicates that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, which one is effective between using total physical response and silent way to develop speaking students' ability in SMAN 1 Liliriaja Kab. Soppeng that is explained in situation and condition of the students and teacher.

In addition to explain above, the researcher assumed that students are easy to study with using total physical response than silent way to get their achievement until the learning process has finished.

5. Conclusion

In this section, researcher provides an overview of teaching based on methods that use a total physical response and silent way in improving students' speaking skills. Based on the data obtained by researchers, it can be concluded that the total physical response or silent way method is suitable in improving students' speaking skills by taking into account several factors related to the situation and conditions of the teacher or students themselves based on the curriculum or syllabus prepared by the teacher himself.

Supporting conditions and situations can be the most influential factor in learning speaking skills supported by the teacher's creativity. Any method used by the teacher in teaching in the classroom must be in accordance with the needs of students in accordance with the curriculum or syllabus

The researcher concludes that, total physical response that the researcher uses in this research is more effective than silent way method, it's not only from the method but from the students and teacher or researcher when they are teaching. It can be inferred for 1. The English teacher, should be creative to manage the method and the technique used to improve the students ability especially in speaking. 2. The other researcher, the provided information of this study can be valuable contribution to other researchers who interest in investigating speaking ability in a different aspect from this research. 3. The students should be diligent to practice with the other students and open your dictionary if they find any difficulties. In speaking, we don't too much need thinking but practice, practice, and practice.

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